

KEELHAM PRIMARY SCHOOL

BEHAVIOUR POLICY

March 2014

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Mission Statement of Keelham Primary School

Children at Keelham can expect exciting, enjoyable and high quality learning opportunities. Staff members treat every child as an individual with their own needs. Parents and Governors of Keelham support and encourage the development of the school within the community.

Everybody within school is a learner and can reach their full potential.
Everybody feels valued and knows their voice will be heard.

At Keelham Primary School we believe that good behaviour and discipline are essential to successful teaching and learning. We feel that it is important to have high expectations of behaviour from all pupils. We expect all members of our school community to behave towards others, as they would hope to be treated themselves. We value parents as partners in developing good behaviour and discipline.

The strategies we use to achieve this ethos are outlined in appendix A.

Our Aims

All staff at Keelham Primary School aim to:

- promote good behaviour by the encouragement of a positive and co-operative ethos,
- provide a safe, happy and purposeful environment,
- provide a culture where good behaviour is identified and regularly noticed and rewarded and where everyone takes responsibility for their own actions,
- encourage and develop in the children in our care a respect and concern for themselves, other people and the environment,
- value and respect the unique contribution of each child, irrespective of status, gender, race or need, in order to develop self-esteem and self-confidence.
- provide a culture where unacceptable behaviour is immediately addressed and where everyone understands that pre-agreed sanctions will be imposed when such behaviour occurs.

Our Objectives

As a whole school community we will:

- be consistent and apply rewards and sanctions fairly,
- display and actively promote the Keelham Care Code:
 - *Follow instructions*
 - *Speak politely to others*
 - *Take care of everybody and everything*
 - *Work quietly – do our best*
 - *Raise hands and wait to speak*
 - *Keep our hands and our feet to ourselves*

- establish, display and actively promote age-appropriate rules for each class within the school,
- identify systems for rewarding good behaviour throughout the school and within each class,
- work in partnership with parents to encourage good behaviour,
- identify and impose clear sanctions in cases of unacceptable behaviour.

The Traffic Light System.

When the behaviour expected through the school care code are kept the child is working in the **green** zone. This is what we expect from each child. Children are praised and rewarded for staying in green for the day/week or term.

Classroom rewards

- Star/sticker chart in each class with rewards progressing through term.
- Certificate/note to take home
- Share good work/behaviour with Head Teacher.
- Able to line up first
- Class display shows children on green as expected.

Whole school rewards

- 3 Certificates per class awarded weekly in assembly for individual achievement. This can be behaviour led, extra effort, achievement in work or a positive contribution to class life. A register of achievement will be kept by the class teacher, ensuring a balance of coverage for rewards.
- Head teachers' award/certificate for year 6 only. This will reflect their contribution to school life and be presented fortnightly.
- Special lunch time table. MDS will reward the best table KS 1 / 3 individual pupils KS2 in the dining hall (best behaved/ mannered/ friendships/ eating etc) each week from alternate Key Stages. A staff member will share lunch with the children and the table will be made 'special' - table cloth, juice, treat etc on the table.
- Green token behaviour awards. These are given out by all staff and are collected in class each week. There will be a chart to monitor the class rewards weekly. At the end of the half term an award is given to the class with the most awards.

There will be occasions when action is needed to respond to / rectify misbehaviour. The severity of the response will depend on the seriousness of the misbehaviour, its frequency and the circumstances involved. The child will normally move from the green to **orange**.

Dealing with minor incidents:

- the misbehaviour is ignored and attention drawn to another child who is behaving well
- a “telling glance” or other non-verbal sign is given
- the child is reminded of the rules to which they have agreed
- the adult involved quietly points out the unacceptable behaviour and suggests to the child how it might be remedied
- the child is asked a focussed question as a distraction from the misbehaviour
- the child is asked to correct a wrong doing e.g. to clear up a mess
- the child is allowed to move away from a distraction
- the child is given a warning of the consequences of poor behaviour.

If child's behaviour reaches the stage of to having to be kept in at play time – then this is an **orange** behaviour.

Sanctions- orange

- Kept in at play time/ lunch to complete work.
- Time for golden time reduced or missed.
- Remove privilege
- Remove child from situation with adult supervision
- Send the child to the middle managers– persistent misbehaviour or more serious incident.(senior staff – logs behaviour)
- Play time/ lunch time detention time.
- Speak to the key stage coordinator.
- Parents will be contacted through the school planner.

If the behaviour continues over time (behaviour book three times in any one half term) the child will move to red and will be sent to the Head teacher. (Foundation stage does not use a behaviour book but should deal with incidents in line with the policy on a more immediate basis)

If there is an initial incident that is of a serious nature the Head teacher will be informed and she will deal with the matter directly.

At all times, when dealing with an incident, all staff should maintain calm, ensuring that due care and control of pupils is paramount. Those staff trained in 'Team Teach' should deal with any serious disruption. (MW and DB)

Sanctions for persistent incidents in the classroom and at playtime/lunchtime

If a child's name is within the orange zone 3 times in any one half term or in the case of a serious incident (e.g. Rudeness, refusing to work, leaving the class without permission, physically hurting others or if there is a repetition of the misbehaviour within the same half term or in the case of a very serious incident (e.g. dangerous behaviour, violence)

1. Send the child to the Head teacher.
2. The child's parents will be contacted outlining the misbehaviour. The Head teacher will log all incidents reported.

3. Parents will be asked to attend an appointment with the Class Teacher and Head teacher.
4. Sanctions for such incidents include- detention at break time and lunch time and possible after school detention, internal exclusion within school, and external exclusion for persistent misbehaviour.
5. If the misbehaviour continues and three fixed term external exclusion have been enforced school will consider the possibility of permanent exclusion.

If pupils are found to have made malicious allegations, then as a school we will apply an appropriate sanction, including temporary, and in extreme cases, permanent exclusion. There will also be a referral to the police if there are grounds to believe criminal offences may have been committed.

Some children have special educational needs which require behaviour management on an individual basis. In this case the school will develop a Pastoral Support Programme in which clear targets will be set for the child and strategies to improve behaviour will be agreed.

This will involve, in the first instance, the child, parents and the Class Teacher and S.E.N.C.O. If the child's targets are not met the school will seek advice and support from outside agencies.

If there are concerns about a child protection issue evident within a behaviour referral, necessary steps will be taken in line with the school Child Protection Policy.

This policy was reviewed and agreed by the staff of Keelham Primary in September 2012.

It was reviewed by Governors on _____ 2014

It will be subject to further review in the spring term 2016.

Reviewed on	By
	Curriculum & Policy Committee

Strategies for promoting good behaviour

To achieve and promote co-operative behaviour we will:

- Create an orderly environment where teaching and learning can take place,
- Give children time and attention, support in both success and failure, and encourage them to develop a sense of responsibility.
- Always fulfil promises and always follow up misdemeanours,
- Be interested in the pupils as individuals, show that we like and respect them and expect them to like and respect us,
- In the case of unacceptable behaviour, make sure that the pupils know that it is their behaviour and not them that we do not like,
- Share children's successes with other members of staff and let the children see the staff working together and supporting one another,
- Appear to be angry, rather than letting the children make us angry,
- Work on the principle of three positive comments to one negative one.

Guidelines for the Classroom Environment

Organisation

- It is important that the classroom environment is an attractive and welcoming place.
- If you have a large classroom create bays and work stations to enable the children to move away from each other, or offer them privacy, encourage co-operative working and allow them to be responsible for their own behaviour. It is also a good idea to have one or two spare tables to isolate children or to give them the opportunity to sit on their own if they wish.
- Discourage inappropriate movement in the classroom by ensuring that resources are easily available to the children
- Show pride in the children's work by displaying it with care
- Ensure that tables are not too close together so that children are not squashed and falling over each other all the time
- Organise and label resources so the children can develop independence and a sense of responsibility
- Instil in the children the need for tidiness and order as this will develop a feeling of pride in their environment, respect for resources and ownership of the classroom and its contents
- It is important for adults to move around the classroom and monitor the children at regular intervals to encourage, praise and ensure they stay on task
- Make time to offer support to children working independently rather than spending all your time with those who are involved in focused activities

Planning

- Ensure that you are offering an interesting and varied curriculum that is correctly matched to the needs of the children. If the work you offer is too difficult or easy children will not be on task and will be more likely to misbehave
- Ensure that all the resources necessary for a lesson are available in advance
- Ensure that differentiated activities are planned for each day
- Ensure time is allocated for co-operative activities or circle time
- Manage your time carefully so that you are available at regular intervals but ensure that the children understand that occasionally you are not to be interrupted (It is important to ensure that there are quality resources or activities available for children while they are waiting for you).

